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| Reader Response Journal  LEFT SIDE | Reader Response Journal RIGHT SIDE |
| *The date goes on the upper* ***left*** *corner every page. You should have a two-page spread for every school day, even if you are absent.*  REFLECTION, EVALUATION, and ANALYSIS  You must answer one prompt per day from a variety of choices. You must write the prompt at the top of the entry.   1. Analyze how the author is developing one of the characters. 2. Identify the possible theme(s), or overarching message(s), of the work and discuss how it is developed. 3. Evaluate one element of the author’s style. 4. Discuss the effect of the author’s use of figurative language — metaphor, simile, personification, etc. Be sure to include quotes from text. 5. Explain how a certain passage has an effect on the tone. 6. Discuss the effect of one of the NOTICE and NOTE signposts: A. Contrast and Contradiction B. Aha Moment C. Tough Questions D. Words of the Wiser E. Again and Again F. Memory Moment 7. *For non-fiction*, identify the central idea of the text and discuss how the author develops and refines that idea.   Checklist   * There is an entry for each school day. * Responses are two-thirds to one page in length. * A variety of response prompts are answered. * Prompts are written at the top of the page. * Responses contain details to support your reader’s understanding. * Response support conclusions with evidence from the text. * Responses maintain an objective tone. | *The date goes on the upper* ***right*** *corner. You should have a two-page spread for every school day, even if you are absent*  OBJECTIVE SUMMARY  Write an *objective* summary of the reading that you completed since the last time you wrote in your journal. Objective means that you write from the third-person, without including any opinion of the text. In simple terms, do not use ‘I’ or ‘me’ in a objective summary. Also, you should avoid opening your summary with terms such as ‘Well,..” that give your writing a conversational tone.  Suggestions:  Monitor how many vague pronouns that you use such as *this, that, these, those, it, he, she, or they.* These words can confuse your reader if you have not provided enough other information. Precise words improve your writing.  Checklist   * There is an entry for each school day. * Summaries are two-thirds to one page in length. * Summaries contain details to support your reader’s understanding. * Summaries maintain an objective tone. |